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ABSTRACT

This workplace skills training course in English as a Second Language (ESL) identifies English problems for nonnative speakers and encourages students to practice speaking, writing, listening, and reading skills using company literature. Introductory material includes course description, objectives, topical outline, and evaluation. The course consists of 13 sessions, each of which has these components: objectives, topics, methods, evaluation, materials list, and information sheets and handouts. Pre- and post-class exercises are found at the end of the materials. Topics covered in the sessions include the following: grammar skills (simple past tense, present perfect, past perfect; present real conditionals, past real conditionals, past unreal conditionals; causative and permissive; negatives; use of some/any to avoid double negative); role plays (asking for instructions, giving instructions, reporting incidents in the workplace, expressing conditional statements); job focus (work vocabulary; work literature; company maps, material lists, Material Safety Data Sheets); and analytical skills (steps to problem solving, organizational skills, ability to discriminate among parts). (YLB)

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ED 388 781

MERCER COUNTY
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TRENTON • NEW JERSEY

Advanced English as a Second Language for Manufacturing

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PEOPLE RETRAINING for INDUSTRY EXCELLENCE

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CE 070 165

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Advanced English as a Second Language for Manufacturing

Mercer County Community College

Division of Corporate and Community Programs

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United States Department of Education

National Workplace Literacy Program

1995

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Mercer County Community College thanks Carol Lewandowski, Senior Education Specialist/Curriculum Developer for creating this manual. Through her valuable contributions employees in manufacturing and service industries learned concepts relevant to their existing jobs and strategies for learning other tasks if that opportunity should arise.

WORKPLACE SKILLS TRAINING PHILOSOPHY

A factory or service center creates a classroom that is very different from the one we are used to seeing in colleges and adult schools, so it only follows that our approach to teaching in the factory should also differ.

Our goal is to teach employees skills that they need in order to be functional and successful in their work environment, and encourage them to apply those skills on the job and at home. For example, we motivate students to do the following:

- work more efficiently and more safely
- make fewer mistakes
- solve problems working interactively
- take greater responsibility for their jobs
- recognize the interconnectedness of the various jobs in their workplace
- be better communicators in the workplace

Company needs are revealed through a needs assessment. At that time, we also determine the basic skills needs of the employees. We are learner centered, as the individual employee's needs are considered alongside those of the company.

Once we have determined those needs, we develop curricula that incorporate basic skills, using the workplace literature (e.g. forms, applications, codes, abbreviations, charts and tables, handbooks, regulations, procedures, policies, memos, letters) of the company. Because each company is different, the needs and literature are also different; hence, we develop new materials for every company in which we teach. By utilizing these workplace items, we help students transfer and apply their skills directly to their jobs.

We rely on the classroom techniques of problem solving, cooperative learning, and group discussion. Our overall approach is concept based, with the emphasis on application, such as in role plays, dialogues, and group work. Despite the specific course titles, we incorporate the elements of math, English, and communication skills into all of our sessions.

In terms of students evaluation, after initial testing we give a pre-test and post-test in order to determine comprehension. Students receive feedback throughout the course from the instructor, as well as from fellow students as we sincerely believe in the powerful positive reinforcement of peer critiques and cooperative exchanges.

In essence, we believe that although we make the materials for the students with which to work, it is the students who truly make the class.

ADVANCED ESL FOR MANUFACTURING

ACCENT ON ENGLISH:

This ESL course identifies English problems for non-native speakers and encourages students to practice speaking, writing, listening, and reading skills using company literature such as illustrations, instructions, maps, and notices. Also, the classwork motivates students to improve pronunciation, sentence structure, verb tenses, American idioms, and work vocabulary and encourages students to organize work projects, identify problems, describe problems, solve problems, and implement solutions in order to create a harmonious environment where successful communication can occur.

OBJECTIVES:

Upon completion of this course, students will be able to:

- Ask grammatically correct questions
- Give grammatically correct answers
- Ask for and understand oral instructions
- Read and use the literature in the workplace
- Communicate effectively with co-workers
- Build a working English vocabulary for the workplace
- and beyond
- Analyze problems and implement solutions
- Organize work materials and take responsibility for physical improvements to the work area

TOPICAL OUTLINE:

- **Grammar Skills:**
  - ⇒ Simple past tense, present perfect, past perfect,
  - ⇒ Present real conditionals, past real conditionals, past unreal conditionals
  - ⇒ Causatives and Permissives
  - ⇒ Negatives: no, not, none
  - ⇒ Use of some/any to avoid double negative

ADVANCED ESL FOR MANUFACTURING

TOPICAL OUTLINE (con't):

- **Role plays:**
  - ⇒ Asking for instructions
  - ⇒ Giving instructions
  - ⇒ Reporting incidents in the workplace
  - ⇒ Expressing conditional statements
- **Job Focus:**
  - ⇒ Work vocabulary
  - ⇒ Work literature: line instructions, product illustrations,
  - ⇒ Company maps, material lists, MSDS sheets
- **Analytical Skills:**
  - ⇒ Steps to problem solving
  - ⇒ Organizational skills
  - ⇒ Ability to discriminate among parts

EVALUATION:

- students will be evaluated for written and spoken language skills with interviews and post-test
- students will perform self-evaluation based on correct completion of worksheets
- improvement in learning techniques will be evaluated with interviews and student response sheets
- students will be evaluated for their participation in teams and for their completion of analytical tasks

OTHER:

- **C.E.U.:** 1.6

ADVANCED ESL FOR MANUFACTURING • SESSION 1

OBJECTIVES:

At the end of this session, students will be able to:

- use simple past irregular forms correctly
- report incidents in the past

TOPICS:

- Review: questions and answers with simple past
- Irregular forms of past tense verbs

METHODS:

- dialogues
- Q & A role plays

EVALUATION:

At the end of this session, students will be able to perform the following tasks:

- relay information using the past tense using both regular and irregular verbs

MATERIALS:

- tape recorders
- pre-class exercises

THE SIMPLE PAST

REVIEW: Using the list of ***irregular verbs***, complete these sentences and make a question for each.

1. Last week my line _____ rate. (to make)

   Question:

2. Last night my sister and I _____ dinner at a pizza parlor. (to eat)

   Question:

3. ABC Company _____ more than 50,000 units last year. (to sell)

   Question:

4. I _____ this class so I could practice my English. (to take)

   Question:

5. He _____ in northern New Jersey. (to grow up)

   Question:

DIALOGUE

A: Did you hear what happened to Dave?

B: No. What happened?

A: He fell on the ice and he broke his ankle.

B: You're kidding? Is he okay?

A: Well, his ankle is in a cast and he has to keep off it.

B: How can he work if he has to keep off his ankle?

A: He can't! He's on disability until he can walk again.

B: That's too bad. At least he is collecting something.

A: Yeh, I guess so. But knowing Dave, he'll be eager to come back to work again.

B: Think so?

A: Sure. Dave isn't one of those people who likes to sit still. How do you think he got hurt in the first place?

B: You said he slipped on the ice in front of the building.

A: No I didn't. I said he fell on the ice, but not outside. It was at a skating rink near his house.

B: Oh, I see. I misunderstood you.

A: Yeh. He was taking his kids ice skating, and he tried to do a jump. He fell and broke his ankle.

B: Well, I guess you're right about Dave.

A: What's that?

B: He can't sit still. And he can't skate still either.

A: No, he can't. And he won't be skating for a long time!

DIALOGUE

Answer these questions about the dialogue:

1. What's the problem with Dave?

2. How did he hurt himself?

3. Is he working now?

4. What is Dave collecting?

5. What does person A think happened to Dave? Where does he think he slipped?

6. In your own words, tell me what happened to Dave and what Dave is like.

WHAT HAPPENED?

Using the **past tense**, write about something that happened in work. Remember that you are reporting information, so you want to be clear and concise. Assume that your reader does not know the people or situations involved. Be prepared to answer any questions that your readers might have!

? ? ? ? ?

Be sure to keep these **questions** in mind when you are reporting information:

- ◊ **who?**
- ◊ **what?**
- ◊ **where?**
- ◊ **when?**
- ◊ **why?**
- ◊ **how many? how much?**
- ◊ **how big? how small? how long? how short?**
- ◊ **what kind?**

ADVANCED ESL FOR MANUFACTURING • SESSION 2

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use the simple past tense of to be/to have correctly
- report incidents and accidents using the past tense

TOPICS:

- to be/to have in the past
- incidents and accidents in the workplace

METHODS:

- Q and A practice
- role plays

EVALUATION:

At the end of this session, students will be more competent in using the past tense to report events. Hence, these events will be reported more accurately and fewer miscommunications will occur.

MATERIALS:

- worksheets
- tape recorders
- scenarios (pictures)

PAST TENSE: TO BE / TO HAVE

Irregular Past Tense verbs:

TO BE

I was	we were
you were	you were
he/she/it was	they were

Yesterday I **was** tired.
When you came to work, you **were** early.
They **were** not busy last night.
We **were** in the downstairs classroom last week.

Question/Answer Practice

NOTE: to ask a past tense question using the verb "to be" you don't need "DID"

Where **were** you at noon?
I was at lunch.

Why **was** he tired?
He was tired because he didn't sleep last night.

When **were** they ready to leave?
They were ready to leave at 3:00.

PAST TENSE: TO BE / TO HAVE

NEGATIVES with TO BE:

I **was not** in New York yesterday.
I **wasn't** in New York yesterday.

They **were not** at lunch.
They **weren't** at lunch.

It **was not** cold this morning.
It **wasn't** cold this morning.

Answer these questions:

1. What was the temperature yesterday?

2. Where were you at noon?

3. When were the units ready yesterday?

PAST TENSE: TO BE / TO HAVE

TO HAVE:

I had	we had
you had	you had
he/she/it had	they had

I **had** a headache yesterday.
She **had** enough money for lunch.
We **had** three hours to finish work.
You **had** a good weekend.

Question/Answer Practice

NOTE: Use "DID" as helper in the past

Where **did** they **have** lunch?
They **had** lunch in the cafeteria.

When **did** you **have** a fever?
I **had** a temperature last night.

Why **did** she **have** so many problems?
She **had** problems because she felt sick.

PAST TENSE: TO BE / TO HAVE

NEGATIVES with TO HAVE:

Keep the DID and add NOT:

I **did not have** the flu.
I **didn't have** the flu.

He **didn't have** money for vacation, but he had the time.
We **didn't have** class upstairs.

You **did not work** overtime.
You **didn't work** overtime.

WAS/WERE AND HAD

Practice using the past tense of to be / to have. Pair off with a partner and make dialogues for these situations.

1. You are feeling tired and hungry. Your co-worker asks you if you had breakfast this morning.

2. Your co-worker asks how your weekend was. Give him/her a good answer.

3. Your supervisor forgot that you took yesterday off to go to a wedding. He asks you where you were. Tell him.

4. Your co-worker was late this morning. Ask your co-worker where he/she was.

WAS/WERE AND HAD

Use the verbs *TO BE* or *TO HAVE* in the past to complete this paragraph.

Last night, my sister _____ sick. She called me and said that she _____ a fever. I told her to call the doctor, but she _____ his number. After I gave her the number, she called the doctor, but his line _____ busy. I _____ worried about her, so I went to her house. When I got to her house, she still _____ a fever, and she _____ very tired. Finally, I called the doctor again and we _____ happy to make an appointment for the next day. I gave my sister some cold medication and she _____ a good night's sleep. When I got home I _____ very tired, but at least I _____ worried about my sister!

WHAT HAPPENED?

Think of a situation that happened on your line recently. You ran out of parts, or you did 100 over rate, or you had a lot of people call out sick. Write down some notes for yourself about the situation (using the past tense) and be prepared **to tell** the class about it. The class will ask you follow-up questions to get more information.

Example:

- ◊ On the A-line last week we **ran** out of parts.
- ◊ We **shut** down the line.
- ◊ I **didn't work** for 30 minutes.
- ◊ I **moved** to the B-Line for the morning.
- ◊ The parts **came** in the afternoon.

ADVANCED ESL FOR MANUFACTURING • SESSION 3

OBJECTIVES:

At the end of this session, students will be able to do the following:

- avoid double negatives
- use any/some in Q and A
- write instructions in order

TOPICS:

- double negatives
- any/some
- sequential order and the importance of clear steps

METHODS:

- Q and A
- dialogues

EVALUATION:

At the end of this session, students will be able to do the following:

- use negatives correctly
- avoid miscommunication with negatives
- provide co-workers with clear instructions for jobs/tasks

MATERIALS:

- worksheets

HOW MANY?

These are the words we use to show **quantity** for count and non-count nouns.

COUNT	NON-COUNT
any (question and negative)	any (question and negative)
many	much
some	some
a lot of	a lot of
no	no
a few	a little
a number of	an amount of
a couple of	a bit of

Examples:

Do you have **any** money?
Yes, I have **some** money.
No, I don't have **any** money.

Do you have **any** singles?
Yes, I have **a few** singles.
No, I have **no** singles.

NOTE: avoid the *double negative!!*

I **don't** have **no** money.
/ \
negative 1 **negative 2**

Instead, say: I don't have **any** money OR I have **no** money.

HOW MANY?

Use these to complete these sentences: **any, some, no; anything, something, nothing**

1. I don't have _____ time to eat lunch today.

2. Do you have _____ money to lend me?

3. No, I don't have _____ money.

4. They speak _____ Italian, but they don't speak _____ French.

5. You should bring _____ to the party.

6. Don't drink _____ if you are driving.

7. Can't I drink _____ soda?

8. Sure, but if you're driving, don't drink _____ beer.

9. She has _____ to do, so she is bored.

10. We don't have _____ to discuss at the meeting.

COMMANDS

Commands are brief and to the point! We use them to give instructions or to tell someone to do something.

When you use a command, don't use a subject. Look at the differences between these sentences and commands:

Sentence: **You put** the pencil on the table and **you take** your notebook with you.

Command: ***PUT*** the pencil on the table and ***TAKE*** your notebooks with you..

Sentence: **You don't talk** Hungarian in class and **you don't ignore** the teacher.

Command: ***DON'T TALK*** Hungarian in class and ***DON'T IGNORE*** the teacher.

Sentence: It would be really nice if **you stopped talking** while I'm working.

Command: ***STOP TALKING***!

COMMANDS

Give **commands** for the following sentences.

1. I think you should close the door and then you should erase the board.

2. It would be nice if you didn't throw the parts on the floor.

3. What a wonderful idea to put the units on the line.

4. You really shouldn't talk back to your boss, you know.

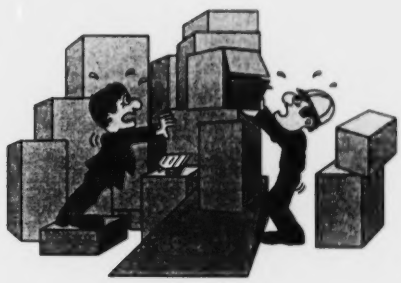
5. If I were you, I would plug in the light before you turn it on.

6. I don't like it when you are rude to me, so I'm asking you to stop.

COMMANDS

Pair off. As a team, think of commands you would use for these situations:

- Helping someone punch in their timecard
- Helping someone use the Coke vending machine
- Helping someone use the rivet gun or air gun
- Helping someone pick up a heavy box
- Helping someone cash a check
- Helping someone test a unit



ADVANCED ESL FOR MANUFACTURING • SESSION 4

OBJECTIVES:

- recognize and use causatives/permissives
- use instructions

TOPICS:

- permissives/causatives
- transitions in instructions (time words)

METHODS:

- Q and A technique
- dialogues
- team writing: instructions

EVALUATION:

At the end of this session, students will be able to do the following:

- use permissives correctly
- provide clearly written instructions for co-workers and understand written instructions on the job

MATERIALS:

- worksheets

PERMISSIVES

PERMISSIVES: idea of ***allowing*** or ***permitting***

I *let* my children go to their friends' parties.

I *don't let* my 15 year old son drive my car.

(I allow / I don't allow)

My parents let me go to parties, but they didn't let me stay out really late.

I wouldn't let my son drive unless he was 17 years old.

Excuse me, but will you let me get a drink of water?

CAUSATIVES

CAUSATIVES: when someone ***causes*** something to happen, either with strength (***makes***) or naturally (***has***)

My supervisor *makes* me clean my area everyday.

My supervisor *doesn't make* me come in 3 hours early.

(I have no choice!)

I *have* the mechanic fix my car.

I *don't have* the mechanic wash my car.

(What you expect of the person)

PERMISSIVES AND CAUSATIVES

Fill in the spaces with LET/S, MAKE/S, or HAS/HAVE.

1. We _____ the cleaner clean our coats.

2. He always _____ his children run around in the stores.

3. She never _____ her children stay out until midnight.

4. Do you _____ your kids do their homework?

5. Does your supervisor _____ you leave early?

6. When you were a kid, did your parents _____ you make your bed?

7. How often do you _____ your dentist clean your teeth?

8. Should we _____ management make all of the big decisions?

9. Carol doesn't _____ you do homework, but she _____ you do work in class.

PERMISSIVES AND CAUSATIVES

☞ *Role Plays* ☜

Break up into pairs and work on these role plays.

- The person on the line asks you to let him use your spare apron.

- Explain your schedule to your co-worker. What time does your supervisor make you come in? What does he have you do?

- You are at the mechanic's garage and you want to have him look at the engine, but not the tires.

- You and your co-worker want to bring in a cake for the supervisor's birthday. Ask your line manager if he will let you do that.

- Talk about what your parents let you do and didn't let you do – compare your experiences growing up.

- Cashing a check at the bank, talk about what the teller makes you do, and has you do.

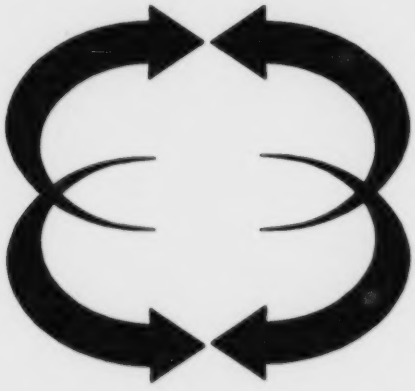
COMMANDS WITH PERMISSIVES AND CAUSATIVES

Very often we use these expressions in commands:

- **Let**
  - ◊ Let me help you with that box.
  - ◊ Let me carry that for you.
  - ◊ Let me hold the door.
- **Have**
  - ◊ Have the mechanic look at the hoses.
  - ◊ Don't have the mechanic look at the tires.
  - ◊ Have the dry cleaner remove this stain.
- **Make**
  - ◊ Make the quality controller do his job.
  - ◊ Make him be quiet!
  - ◊ Don't make me have to come in early.

Practice using these as commands. Consider in which situations you could use these.

INSTRUCTIONS



Think of something you do every day in work. Write a set of instructions telling someone else how to do it. Use numbers to mark the steps.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

ADVANCED ESL FOR MANUFACTURING • SESSION 5

OBJECTIVES:

At the end of this session, students will be able to do the following:

- categorize information
- ask for help in getting directions

TOPICS:

- supermarket map
- categories and food vocabulary
- asking for directions

METHODS:

- Q and A
- dialogues

EVALUATION:

At the end of this session, students will be able to do the following:

- give and get directions in the market

MATERIALS:

- worksheets
- categories/tables

VOCABULARY AND QUANTITY REVIEW

Non-Count	**Count**
Fruit	Apples Oranges Pears Bananas
Milk	Gallons of milk Cartons of milk
Produce	Vegetables Types of fruit
Cheese	Slices of cheese Ounces of cheese
Meat	Slices of meat Pounds of meat
Chicken	Pieces of chicken Chicken legs, thighs, etc.
Ice cream	Gallons of ice cream Half-gallons of ice cream

VOCABULARY AND QUANTITY REVIEW

What kinds of things in the market do we use these measurements for?

Gallons	Pints	Quarts	Ounces	Pounds	Liters

MAKING CATEGORIES

We make categories by thinking about what certain things have in common. For example, if my category is drinks, then I can include (as members) soda, juices, and even beer. If my category is alcoholic beverages, can I include soda?

Look at these categories. List as many "members" under them as you can think of.

MEAT

_____
_____
_____
_____
_____

FISH

_____
_____
_____
_____
_____

FRUIT

_____
_____
_____
_____
_____

POULTRY

_____
_____
_____
_____
_____
_____

ALCOHOLIC BEVERAGES

_____
_____
_____
_____
_____
_____

SOFT DRINKS

_____
_____
_____
_____
_____
_____

FRESH PRODUCE

_____
_____
_____
_____
_____
_____

PAPER PRODUCTS

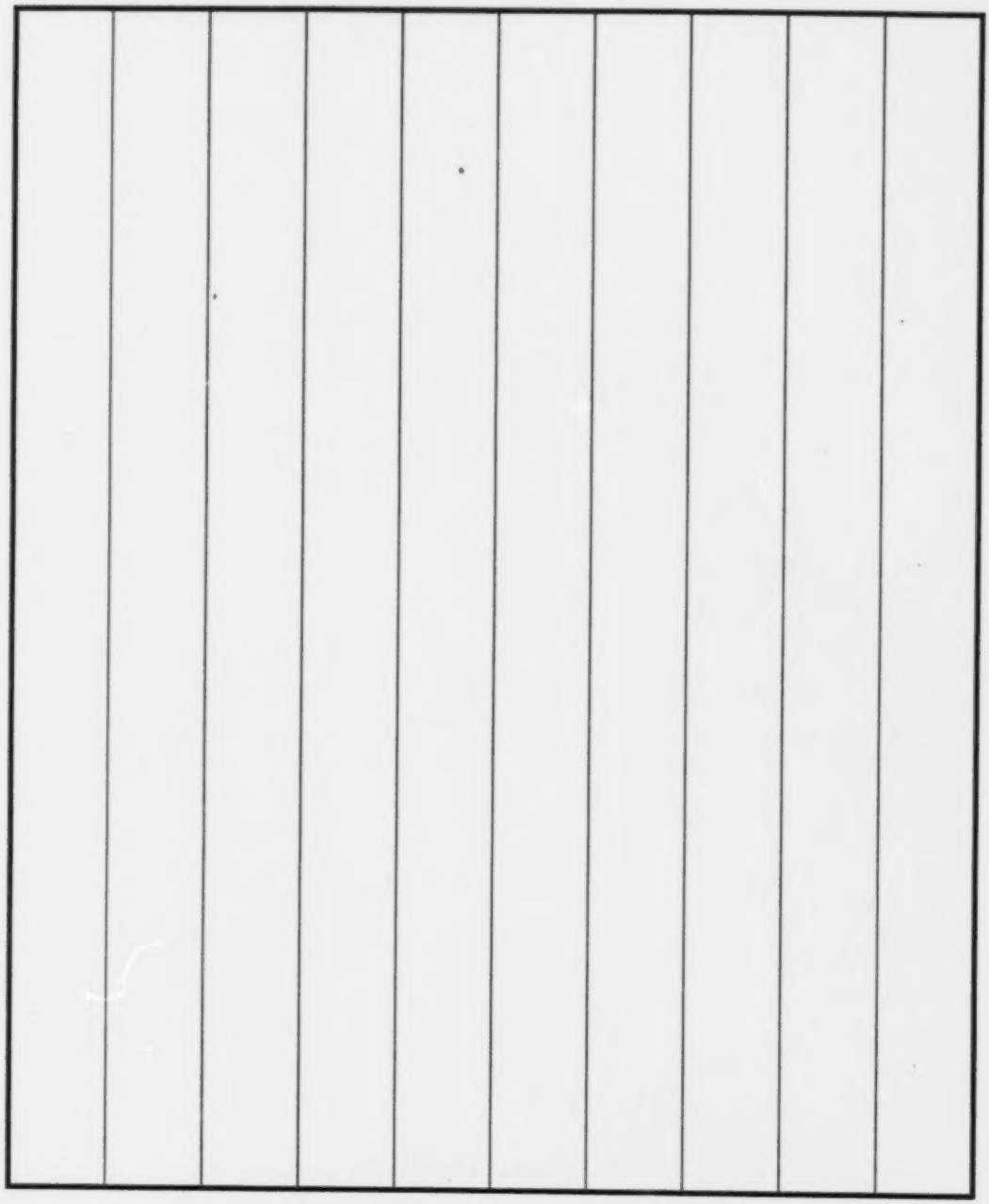
_____
_____
_____
_____
_____
_____

STATIONERY

_____
_____
_____
_____
_____
_____

AT THE SUPERMARKET

Aisles in the supermarket



ADVANCED ESL FOR MANUFACTURING • SESSION 6

OBJECTIVES:

At the end of this session, students will be able to do the following:

- ask for and give clear directions
- use prepositions to show location

TOPICS:

- directions
- prepositions

METHODS:

- Q and A
- dialogues
- team work

EVALUATION:

At the end of this session, students will be able to do the following:

- ask specific work related questions
- give clear directions
- use correct prepositions for work situations

MATERIALS:

- worksheets

PREPOSITIONS – WHERE?

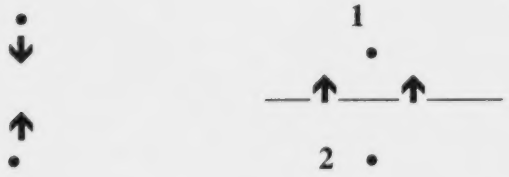
AT **IN** **ON** **UNDER**

1. behind
2. in front of

beside
next to

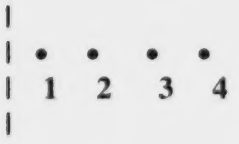
between

among



opposite

1. above
2. below

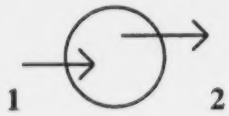


1. by
2. near
3. not far from
4. a long way from

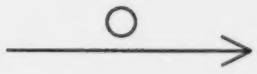
PREPOSITIONS – WHERE?

up

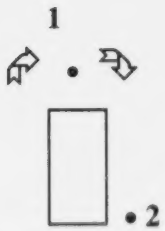
down



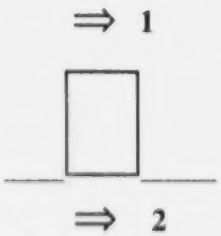
1. into
2. out of



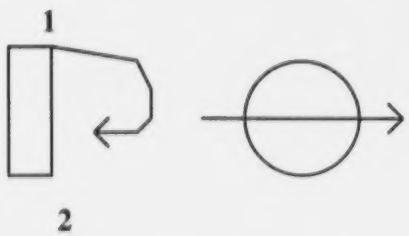
past



1. onto
2. off

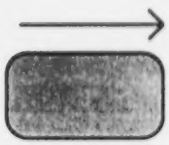


1. over
2. under



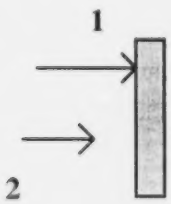
1. from
2. back to

through

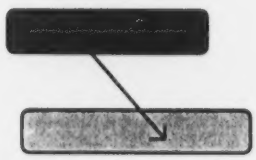


along

round
around



1. to
2. towards



across

PREPOSITIONS

♦ **Live** I live **in** Trenton. I live **on** Hamilton Street. I live **at** 334 Hamilton Street. ***Where do you live?***	♦ **Work** He works **at** ABC Company. He works **on** the A-Line. He works **in** the Fab shop. ***Where do you work?***
♦ **Where are we?** We are **in** the classroom. We are **on** the second floor of the factory. We are sitting **at** the table. The instructor is writing **on** the board. Someone is knocking **on** the door.	♦ **To and From** I give my timecard **to** my boss. I get my paycheck **from** him. I give my mail **to** the mailman. I get my mail **from** him too. ***What do we give at Christmas?*** ***What do we get from the union?***
♦ **Transportation** She gets **on** the train in Newark. She gets **off** the train in NY. He gets **on** the bus in Trenton, and gets **off** the bus in NY. They get **on** the plane at JFK and get **off** at Heathrow. We get **into** my car here, and we get **out of** my car at home.	♦ **Walking . . .** I walk **across** the street. The supervisor walks **around** the line. They walk **back from** the training room. They walk **back to** work. She is walking **towards** the door. The couple walked **along** the beach.

PREPOSITIONS

Fill in the missing prepositions to complete this paragraph.

I work _____ a small company _____ Route 1 _____ Lawrenceville. My best friend works _____ Trenton. Her name is Karen. She works _____ the big bank downtown, _____ South Montgomery Street, _____ the ninth floor. When I visit her, I have to take the elevator. I get _____ the elevator _____ the lobby and I push the button marked "9." The door opens when I get _____ the ninth floor, and I get _____ the elevator. I walk _____ Karen's office and knock _____ the door. She says, "Come _____." I walk _____ her office and sit down _____ the chair. We talk, and very often we decide to go _____ for lunch. She takes me _____ her favorite cafe and we sit _____ a window table so we can watch the pedestrians walk _____. When we leave the restaurant, we pay _____ the counter and leave a tip _____ the table. We walk back _____ lunch and get _____ her office at around 1:15. We say good-bye and then I walk _____ the bank _____ my car, which is _____ the parking garage. I go back _____ my job.

DIALOGUES – AT THE MARKET

1)

A: Excuse me. Can you tell me where you keep the pitted olives?

B: They're **over by** the pickles.

A: Oh, I see. Excuse me, but where are the pickles?

B: They're **over by** the condiments.

A: Oh, okay. Thanks. Say, excuse me one more time. **Down** which aisle are the condiments?

B: Where do you think they are? **Next to** the spices and baking supplies. Haven't you ever been **in** a grocery store before?

A: Yes, I have. But you aren't being much help.

B: What do you mean? Are you trying to get smart with me?

A: Look, just tell me what aisle those items are **in.**

B: Beats me. I only know what's together, but I don't know the aisle numbers. You'll have to ask the other guy over there.

A: You mean the young man **at** the counter with the long line?

B: You have something nasty to say about our lines now?

A: Thanks for your help. Have a good day.

B: Yeh, right. With customers like you, that's easier said than done.

DIALOGUES – AT THE MARKET

2)

A: Excuse me, but these two items are mismarked.

B: Oh, really? What's the problem?

A: **On** the shelf the price is 2 for $1. But **on** the cans they are $.89 each.

B: Okay. Let me do a price check for you.

A: Can't you just scan the item and get the correct price?

B: No. Unfortunately our scanners aren't working today. They should be back **up** by tomorrow.

A: Oh, what a nuisance. I hope all these other items have stickers, otherwise you'll have to do price checks **on** all of them.

B: Yeh, tell me about it. These scanners are great, if they are working. But when they go **down**, it's like prehistoric times.

A: Well, I guess we shouldn't complain. The machines don't go **down** that often, right?

B: Are you kidding? Only when we have crowds like today!

DIALOGUES – AT THE MARKET

3)

A: Pardon me for bothering you, but I have a few questions about some items **in** your flyer.

B: Yes? What can I do to help?

A: Well, you advertise COKE, a 2 liter bottle for $.89, but they have stickers **for** $1.09 **on** them.

B: That's okay. The scanner will ring **up** the correct price. We can't resticker all those bottles!

A: Oh, okay. that makes sense. Also, I have a manufacturer's coupon here for $.50 **off,** and since you have double coupons, will I get a dollar **off**?

B: No, you won't. Since the price is $.89, that's what you'll receive **off.**

A: Oh, that seems fair enough.

B: Let me see the coupon. Uh-oh. This has expired.

A: Are you sure? Let me see. Oh!! You're right. I never can keep **up** with these things. You know how it is.

B: Yeh, you really have to be **on top** of these coupons!

B: Last thing. Here in your flyer you have Domino 5 pound bag of sugar for $1.25, but you don't have any **on** the shelf.

B: Yes, I know. We have run **out of** that item. You can take BAKER'S 5 pound bag of sugar **for** the same price.

A: Well, I really prefer Domino's sugar. Can you give me a rain check?

B: Sure, no problem. I'll date it **through** July, okay?

A: That will be great. Thanks a lot. Oh, and I'll keep my eye **on** that date!

B: Good idea! Have a good day.

A: Same **to** you.

ADVANCED ESL FOR MANUFACTURING • SESSION 7

OBJECTIVES:

At the end of this session, students will be able to do the following:

- test out simple instructions
- give feedback on incorrect directions
- correctly use a variety of verb tenses

TOPICS:

- directions / sequence and verbs
- verb tense review

METHODS:

- Q and A
- team work

EVALUATION:

At the end of this session, students will be able to do the following:

- evaluate written directions
- fix bad instructions
- convey information in a variety of tenses

MATERIALS:

- worksheets
- student generated instructions

DIRECTIONS

PART 1: Look at these ***directions.***

Open trunk and take out lug wrench, jack, and spare.

Take off hubcap.

Put jack under body and jack up until the tire is just off ground.

Jack car down.

Tighten lug nuts completely.

Replace jack and old tire in trunk.

DIRECTIONS

PART 2: Questions for directions

1. What are these directions for? What are they instructing you?

2. How many steps are there? Count the **verbs** and list them here.

3. What tools do you need to complete the job?

4. Do you think there are any steps missing?

5. What advice do these directions give you? What are the safety warnings and notes?

6. Make these directions *more* clear for your car – describe the materials and tools, tell how easy it is to do the steps.

DIRECTIONS

Exchange directions that you made a few classes ago. Let your partner read them and try to do the action that you are instructing.

- Are the directions clear?
- Are all the steps there?
- Did you leave out any important notes or warnings?

VERB TENSE REVIEW

TENSE	*Time Words*	*Example*
Present tense Helper DO/DOES	usually, always, often typically, everyday	I work hard. He works hard.
Present Progressive to be plus ING	right now, at this time	I am working. He is working.
Simple Future Helper WILL/WON'T	tomorrow, next week, next month	I will work.
Simple Past Helper DID Add ED to regular verbs NOTE: irregular list	yesterday, last week, last month, ago, since	I worked. He talked. I went. You ate.

VERB TENSE REVIEW

TENSE	*Time Words*	*Examples*
Present Perfect HAVE/HAS plus *participle*	since, for, recently, lately, this week, this month, so far	I have gone. He has gone.
Past Progressive Helper WAS / WERE plus *ING*	yesterday, at that time	I was working. They were eating.
Real Conditional pres. tense plus WILL or CAN	IF	If I go to NY, I will see Trump Tower. If it rains, I will get wet.
Unreal Conditional past tense plus WOULD or COULD	IF	If I went to NY, I would see Trump. If I had money, I would travel.

VERB TENSE REVIEW

TENSE	*Time Words*	*Examples*
Present Perfect Continuous helper HAVE/HAS plus *BEEN* plus *ING*	Since (past) for	I have been waiting for 2 hours. He has been eating since 10:00.
Past Perfect to compare two actions in past HAD plus *participle*	before, since, while, by the time...	By the time he left, he had worked two hours. Before she came to work, she had drunk 6 cups of coffee.

ADVANCED ESL FOR MANUFACTURING • SESSION 8

OBJECTIVES:

At the end of this session, students will be able to do the following:

- write better instructions
- evaluate written instructions
- use correct verb tenses to express themselves

TOPICS:

- writing clear instructions
- evaluating written instructions

METHODS:

- Q and A
- teamwork
- "show and instruct" with directions

EVALUATION:

At the end of this session, students will be able to do the following:

- convey instructions better verbally
- write clearer directions

MATERIALS:

- worksheets
- tools (students supply)

VERB TENSE REVIEW

Complete this story by filling in the **correct verbs** and **verb tenses.**

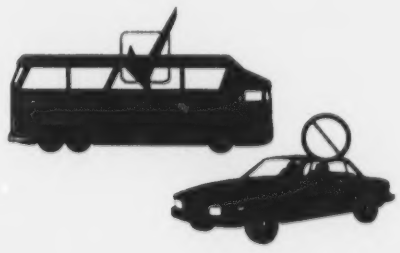
This morning, John _____ to work late because he _____ car trouble. Usually his car _____ well, but for some reason this morning it _____. John _____ his boss and _____ him he would be late. Then he _____ the garage and _____ if they could come to his house and tow his car.

The mechanic said to John, "We _____ be happy to help you out, but right now we _____ very busy. Can you wait for an hour?"

John said, "I _____ no choice."

By the time he _____ to work this morning, it _____ almost 11:00. Of course, his boss _____ happy, and John _____ make up the extra two hours after his shift. But at least his car _____ fixed by tomorrow.

"Maybe I _____ the bus from now on," John said to himself. "It _____ save me a lot of time and trouble!"



TIPS FOR WRITING INSTRUCTIONS

Instructions tell people how to do things. We use instructions on the job, especially when we are trying to do something new, or have been moved to a different area for work.

Instructions are good when they are ***simple and easy to follow.***

Keep these instructions in mind when *you* are writing good instructions:

- use clear and strong verbs
- use simple sentences – one verb
- use commands
- describe anything that you think the reader might not know or understand – what something looks like, how it works, what it is used for
- keep a clear order to the steps
- use numbered steps if you can – instructions are hard to follow if they are bunched together in a paragraph
- add any pictures that might help the reader understand
- make sure that you haven't left out any important *warnings*

WRITING GOOD INSTRUCTIONS

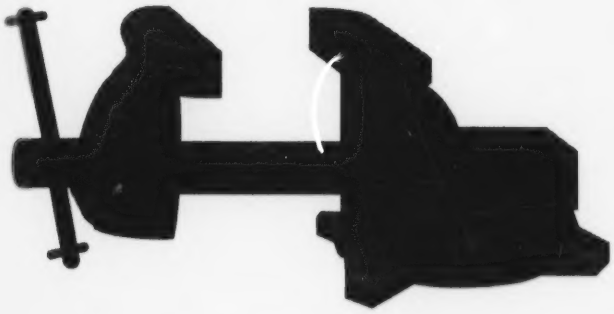
When we give instructions, we use **strong** and **clear verbs**. Also, we keep the steps **in order** so that the reader doesn't get confused.

Look at these instructions for cashing a check. What steps are *missing*? Which ones are *out of order*? Which steps have *unclear* verbs? Rewrite these instructions so that they are very clear and easy to use.

Cashing a check

1. get paycheck
2. go to bank
3. cash check
4. make sure you have your MAC card or other ID
5. take money
6. be sure to ask for small bills
7. if bank is closed, then go to foodstore
8. keep check stub

TOOLS AND INSTRUCTIONS



We work with tools in the workplace every day. Sometimes we have to work with new tools and we aren't sure how to use them.

Take the tool that you have in front of you and write clear instructions for someone else to use. Assume that the person you are writing for has *never* seen or used this tool before. How would you **describe** it? How many **steps** do you need? Use the tips for clear instructions and write a list of steps.

ADVANCED ESL FOR MANUFACTURING • SESSION 9

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use quantity words correctly
- read and follow a company map

TOPICS:

- quantity
- generating a company map

METHODS:

- group work

EVALUATION:

At the end of this session, students will be able to do the following:

- express ideas relating to quantities
- locate areas on a map
- give clear instructions

MATERIALS:

- worksheets

REVIEW OF QUANTITIES

ANY = used in a question and in a negative answer

Do you have **any** money?
No, I don't have **any** money.

Wrong: I have any money.
Right: I have some money.

also work like ANY: anything, anyone, anybody

SOME = used in a positive answer, or in a question

Would you like some coffee?
Yes, I'd love **some** coffee.
Do you know **some** people from Poland?
Yes, I know **some** people from Poland.

also work like SOME: someone, something, somebody

NO = used to show a negative quantity

He has **no** children.
They spend **no** money on their house.

NOTE:

NO with a positive verb is like using **ANY** with a negative verb:

I don't have any money.	=	I have no money.
He has no kids.	=	He doesn't have any kids.

REVIEW OF QUANTITIES (CON'T)

AVOID DOUBLE NEGATIVE:

Wrong: I **don't** have **no** money.
Right: I have no money.
I don't have any money.

Wrong: He **doesn't** have **no** work.
Right: He has no work.
He doesn't have any work.

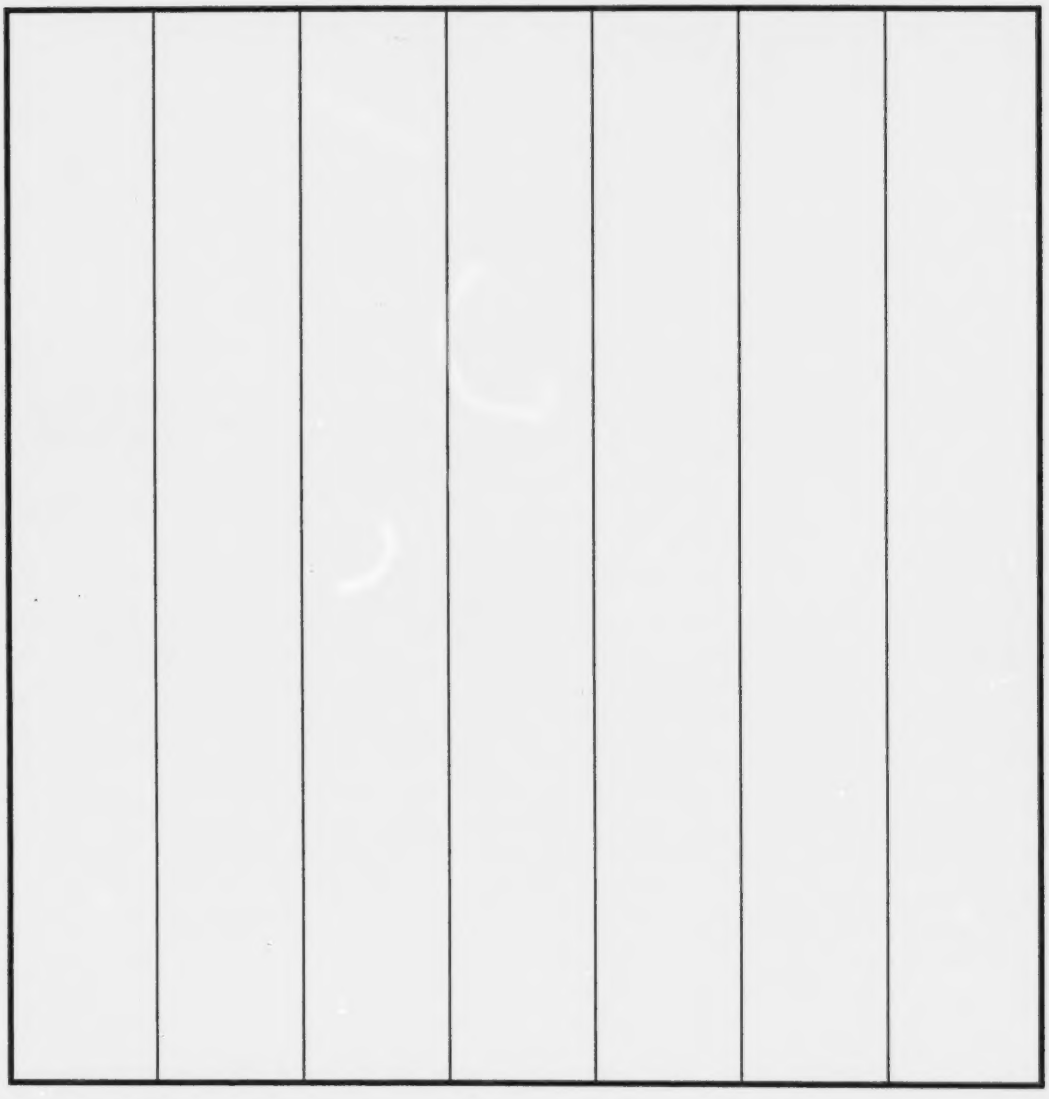
QUANTITIES

Write in the missing words: **any, some, no, none, anything, something, nothing.**

I don't have _____ in the house to eat! Every night when I come home from work, I look in the refrigerator to see if there is _____ lettuce, or _____ tomatoes for a salad. As usual, there are _____. Then I think to myself, I could go for some spaghetti! So I look in the cabinet for _____ spaghetti, but I don't see _____. What a nuisance!! I always forget to pick up _____ spaghetti at the store. Then I think, I could go for some peanut butter and jelly. Well, when I look in my cupboard, I see _____ peanut butter, but _____ jelly. I just don't have _____ luck!! I also don't have _____ food!!

MAP OF YOUR COMPANY – THE AISLES AND AREAS

Using the basic grid below, fill in the areas of your company that you are familiar with. Use the aisles as starting points. Once you have filled in the areas you know, pair up with a co-worker and exchange information. Keep moving around the class until you have gotten every other student's feedback. By then, we should all have complete maps. (use individual company map for reference)



ALL ABOUT YOUR COMPANY

1. How many **aisles** are there?

2. How many **areas** are there?

3. How many **warehouses** are there?

4. How many **fab shops** are there?

5. How much **room** is there in the aisles?

6. How much **space** is there for storage on the A-Line?

DIALOGUE

A: Do you have any money? I forgot my lunch and I don't have anything to eat.
B: Yeh, I have a few dollars. Here you are.
A: Thanks! You have no idea how hungry I am! I haven't eaten since lunch yesterday.
B: Are you kidding? Why not?
A: Well, I got out of work late yesterday, and I had to go to the airport and pick up my brother in law.
B: Didn't you have any time when you got home?
A: I had *no time* to eat. I got home at 2:00 a.m. I was so tired I went right to bed.
B: *2:00 a.m.?!* That's awfully late.
A: Tell me about it. I tried to get my brother in law to take a bus, but he hates public transportation like that, especially from the airport. I have nothing against him, but sometimes he is nothing but a pain in the neck!
B: Well, why did he take such a late flight?
A: He didn't. His stopover flight in Chicago was late, so he missed his scheduled flight into Newark. Then his baggage wasn't put on the right plane in Chicago, so when he got to Newark, he didn't have any bags. Not even his overnight bag.
B: So what happened then?
A: Well, he didn't do anything at first. He just waited for his luggage at the rotating carrier, but then he realized that none of his luggage was there. That's when he went to the clerk and asked for help.
B: Did the clerk help him?
A: No, not really. The clerk said he couldn't do anything, but that if he wanted to find his luggage he should go to the airline counter. But by that time it was midnight, and the counter was closed.
B: You're pulling my leg!
A: No, really. So he had to call the 800 number for airline information. He tracked down his luggage – it was put on a later plane to Newark and was supposed to arrive at 12:30.
B: So you had to wait for it?
A: Yep. Thank goodness *that* plane was on time. Nothing else happened once he got his luggage, but the ride home was long. Of course, I got stuck driving, while he fell asleep in the back seat.
B: What a nuisance? Did you say anything to him?
A: No, I didn't say anything. He *is* my wife's brother. And after all, I have to live with my wife, not him – thank goodness!

ADVANCED ESL FOR MANUFACTURING • SESSION 10

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use conditionals correctly
- give advice using conditionals

TOPICS:

- conditionals

METHODS:

- Q and A
- dialogues
- role plays

EVALUATION:

At the end of this session, students will be able to do the following:

- express "if" statements with conditionals
- recognize the difference between conditionals and real speech, and use each accordingly

MATERIALS:

- worksheets
- student job situations

CONDITIONALS

1. Present Real Conditional

Common sense:

If I *go* to NY, I *will see* Donald Trump.

present tense **future tense**

If it *rains*, I *will* get wet.
If Bill *breaks* his arm, he *will* need a cast.
If the unit *passes* inspection, it *will* be boxed.

If the unit *doesn't pass* inspection, it *won't* be boxed.
If Hank *doesn't* come to work, his boss *will* call his house.

QUESTION FORMAT:

1. If you go to the A-line, what will you see?

2. If he eats a whole pizza, how will he feel?

3. If we learn a new word, will you use it in a conversation?

CONDITIONALS

2. Present Unreal Conditional

I am not going to NY, but . . .

If I *went* to NY, I *would* see Donald Trump.

past tense conditional

If he ate a whole pizza, he would feel sick.
If I had a million dollars, I would help my family.
If they had a car, they could drive to NY.
If I were rich, I wouldn't work.

If he didn't eat so much pizza, he wouldn't feel sick.
If they didn't spend so much money, they could buy a new car.
If we didn't speak English, we couldn't understand the teacher.

QUESTION FORMAT:

1. What would you study if you had more time?

2. Where would you go if you had a month for vacation?

3. What would you do with a unit if it were defective?

CONDITIONALS

Use the **correct conditional** to answer these questions.

1. If you go to NY, what will you see?

2. If the part is damaged, what will you do?

3. If it snows 10 inches tonight, will you come to work tomorrow?

4. If you have time tonight, what will you do?

5. If you change shifts, how will you feel?

6. If ABC Company gets an order for 100 units, how many units will they make?

7. If you don't wear safety glasses, what will happen?

CONDITIONALS (CON'T)

8. If we don't practice English, will you learn?

9. If the JIT room is occupied, what room will we use?

10. If they don't finish their line work, will they have to work overtime?

CONDITIONALS – DIALOGUE

A: Did you hear that Pete got laid off?

B: No, I didn't. When did that happen?

A: Last week. He got his notice.

B: That's too bad.

A: Yeh, I agree.

B: What is Pete going to do?

A: I'm not sure, but he said he might try to get a part time job until he is rehired.

B: That's a good idea. If I were Pete, I'd get another job too. At least for a while.

A: Well, I don't know. If I were Pete, I'd probably relax for a week or so before I took another job.

B: But don't forget that if you were laid off, you would still have bills to pay.

A: Yeh, that's true. But the company told him that when the busy quarter comes, they will rehire him.

B: Oh really? When is that?

A: Well, if it's a hot spring and summer, then that will be our busy time.

B: Let's hope that it's real hot, for Pete's sake!

CONDITIONALS

QUESTIONS for Dialogue

1. What happened to Pete?

2. How does person B feel about the news?

3. What is Pete going to do?

4. What does person B say he would do if he were Pete?

5. What would person A do if he were Pete?

6. What does person B remind person A about?

7. When will the company rehire Pete?

8. What is the company's peak time?

9. What does person B hope for at the end?

ADVANCED ESL FOR MANUFACTURING • SESSION 11

OBJECTIVES:

At the end of this session, students will be able to do the following:

- read an use an MSDS sheet
- apply information to safety situations
- use conditionals correctly to explain what they would do in a given situation

TOPICS:

- review of conditional
- MSDS vocabulary
- company safety issues

METHODS:

- Q and A
- dialogues
- scenarios

EVALUATION:

At the end of this session, students will be able to do the following:

- give information about MSDS materials
- help injured workers using MSDS information
- avoid safety related injuries on the job

MATERIALS:

- worksheets
- sample MSDS sheet

CONDITIONALS – REVIEW

1. If you had an hour for lunch, where would you go?

2. If the teacher were Princess Diana, where would she live?

3. If we learned French in class, where could you go for vacation?

4. I have a bad headache today and an upset stomach. If you were me, what would you do?

5. Pete was laid off last week and now he doesn't know what to do. If you were Pete, what would you do?

MATERIAL SAFETY DATA SHEET

I. PRODUCT IDENTIFICATION

Product name.....Additin RC7135
Chemical Family ..... Aromatic Amine
Chemical Name.....N-Phenyl-stryenated benzenamine
OSHA Hazard Communication
Status..... This product is not hazardous under the criteria of the Federal OSHA Hazard Communication Standard 29 CFR 1910.1200.

II. HAZARDOUS INGREDIENTS

Components: None % : optional

III. PHYSICAL DATA

Appearance.....Liquid
Color ..... Brown to Reddish
Melt point/Freeze point.....N/A
Boiling Point ..... Greater than 572°F (300°C)
Vapor Pressure .....N/A
Specific Gravity 1.1
Solubility in water.....Insoluble

IV. FIRE AND EXPLOSION DATA

Flash Point °F (°C).....518°F (270°C)
Extinguishing Media..... Water, Chemical, Foam, Dry Chemical
Special firefighting procedures / unusual fire or explosion hazards:
Firefighters should wear full protective clothing including self-contained breathing apparatus. During a fire, irritating and/or toxic gasses from combustion/decomposition may be generated.

MATERIAL SAFETY DATA SHEET

V. HUMAN HEALTH DATA

Primary Route(s) of exposure ..... Eyes, Skin
Human effects and symptoms of overexposure .....
Acute ..... none observed
Chronic ..... none observed
Medical Conditions aggravated by exposure .....not established
Carcinogenicity .....This product is not listed as a carcinogen.
Exposure limits .....see section II

VI. EMERGENCY AND FIRST AID PROCEDURES

Eye contact ..... Flush eyes with plenty of water
Skin contact.....Wash thoroughly with soap and water
..... Remove contaminated water and wash container before reuse
Inhalation .....Remove to fresh air
Ingestion.....Consult physician

VII. EMPLOYEE PROTECTION RECOMMENDATIONS

Eye protection .....safety glasses
Skin protection .....rubber gloves
Respiratory protection..... Organic vapor cartridge respirator is highly recommended
Ventilation.....Local exhaust during processing
Other..... Employee education and training in safe handling procedures of this product are recommended. Safety showers and eye wash stations should be easily accessible to work areas.

VOCABULARY

aromatic / aroma	foam
breathing apparatus	irritating / irritant
toxic	combustion
decomposition	generated
status	hazardous
components	melt
freeze	vapor
gravity	solubility
flash point	extinguish (er)
exposure	overexposure
acute	chronic
carcinogen	flush
thorough	ingestion
respiratory	respiration
ventilation	exhaust

QUESTIONS

1. What is the name of the chemical?

2. According to OSHA, is this product hazardous?

3. What kind of chemical is it? A solid? A liquid? A powder?

4. What color is the chemical?

5. Will this chemical mix with water? Will it dissolve?

6. If there is a fire with this chemical, what is the best way to put it out?

7. Will this chemical cause cancer?

8. What kind of ventilation should a company have if this chemical is used?

SITUATIONS

Use the MSDS sheet as your guide. What would you do in these situations?

1. Paul is working with Additin. He gets some in his eyes. What should he do?

2. Some of the Additin splashes on Steve's skin. What should he do?

3. What kind of protective equipment should Steve bee wearing if he is working with this chemical?

4. What is the main way that this chemical can enter the body?

5. If Steve or Peter breathe in the chemical, what should they do?

ADVANCED ESL FOR MANUFACTURING • SESSION 12

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use job titles correctly
- describe their jobs

TOPICS:

- nouns as job titles (ER/OR)
- process of job description

METHODS:

- Q and A
- group work

EVALUATION:

At the end of this session, students will be able to do the following:

- understand various job titles
- make fewer errors in communicating the details of their jobs

MATERIALS:

- worksheets
- student generated job charts

PEOPLE AND JOBS

Very often, people's jobs end in **ER** or **OR**. Look at these examples.

- I teach. I am a teach**er**.
- You work. You are a work**er**.
- ABC Company employs you. ABC Company is your employ**er**.
- He instructs the class. He is an instruct**or**.
- She has studied medicine for 10 years, so she is a good doct**or**.

Make **jobs** for these verbs by adding either **ER** or **OR**:

1. drive _____
2. speak _____
3. learn _____
4. profess _____
5. preach _____
6. clean _____
7. buy _____
8. sell _____
9. manufacture _____

PEOPLE AND JOBS (CON'T)

10. rent _____

11. navigate _____

12. explore _____

13. distribute _____

14. manage _____

15. supervise _____

16. murder _____

17. view _____

18. collect _____

19. divide _____

20. adjust _____

PEOPLE AND JOBS

Sometimes we add **EE** to show the difference between someone who is receiving the action or someone who does the action.

What is the difference between these two words?

employ**ee** employ**er**

Consider these examples:

1. I train you every week, so I am the train**er**. What are you?

2. My supervisor evaluates my job, so she is my evaluat**or**. What am I?

JOB DESCRIPTION

Write a few sentences about what you do every day on the job. Then go back and underline the *verbs*. On a separate piece of paper, put these verbs into a list. Can you make job titles out of some of the activities?

When you are done with that, next to the verbs and jobs, write the tools that you use to do that job.

Example:

Every day I pack units at the packing station.

VERB	*JOB*	*TOOLS*
pack	**packer**	tape, glue, boxes, blade

When you are finished with your lists, exchange them with the people at your table and see if they have any questions or anything to add.

ADVANCED ESL FOR MANUFACTURING • SESSION 13

OBJECTIVES:

At the end of this session, students will be able to do the following:

- read parts lists
- fill out parts request forms
- discriminate among parts

TOPICS:

- parts lists and similar forms
- filling out forms
- looking for matching parts

METHODS:

- group and pair work
- dialoguing for information

EVALUATION:

At the end of this session, students will be able to do the following:

- make fewer errors in parts discrimination
- record and communicate errors on lists and forms
- ask for parts from appropriate person with fewer errors in number use

MATERIALS:

- parts lists/request forms
- actual machine parts
- rulers

QUESTIONS: REQUEST FORM

1. How many **columns** are there?

2. How many **rows** are there?

3. How many 2' screws does this person need?

4. How many 3' screws does this person need?

5. What is the part number for 3' bolts?

6. What is the part number for 1/4' gaskets?

7. Who signs at the bottom of the form?

HANDS ON!

Look in the packets that your group has received. Look at the parts that you need, the parts you have; then look at the included parts list. Compare what you have with what you have on the list, and determine what you need.

Fill out the request form and the missing/defective form. Be sure to record all part numbers completely and correctly. This request form will go to someone who will act as the accumulator.

HANDS ON!

GROUP 1

PARTS LIST

In this packet, you should find the following:

PART #	*DESCRIPTION*	*QTY.*
N70P2104C	Set Screw	7
A138395PO3	Cushion Motor Mount	25
N187P210208	1/2-20 1 1/4 screw	32
A138393PO1	Fresh Air Baffle	2
B138392P01	Wheel Blower	10
B138399P01	Screen	12
A138699P01	Nut	17
B138397P01	Strap Motor	3
D13838P01	Connection	2

HANDS ON!

GROUP 2

PARTS LIST

In this packet, you should find the following:

PART #	*DESCRIPTION*	*QTY.*
N70P2104C	Set Screw	8
A138395P03	Cushion Motor Mount	25
N187P210208	1/2-20 1 1/14 screw	34
A138393P01	Fresh Air Baffle	3
B138392P01	Wheel Blower	5
B138399P01	Screen	9
A138699P01	Nut	22
B138397P01	Strap Motor	22
D13838P01	Connection	2

HANDS ON!

Now that you have done the activity, think about the procedure that you followed in your group.

Assume that a new employee will be joining your group. Write a set of instructions for him/her that explain this job to them. Be sure to include the name of the forms you used, the way you went about counting and matching, and any little tips you have for getting the job done.

Use numbered steps.

PRE-CLASS EXERCISES

NAME: _____

PART I: Fill in the correct *verb tense* in the spaces.

This morning, John _____ to work late because he _____ car trouble. Usually his car _____ well, but for some reason this morning it _____. John _____ his boss and _____ him he would be late. Then he _____ the garage and _____ them if they could tow it.

The mechanic _____ to John, "We _____ happy to help you out, but right now we _____ very busy. Can you wait for one hour?"

"I _____ no choice," John _____. By the time he _____ to work this morning, it _____ almost 11:00. Of course, his boss _____ happy, and John _____ make up the time. But his car _____ fixed by tomorrow!

"Maybe I _____ the bus from now on," John said to himself. "It _____ me time and trouble!"

PRE-CLASS EXERCISES

PART II – Reading: Read the following and answer the questions.

It's really quite easy to put a molly hook into wallboard. First, measure the space where you want to hang the picture, and make a mark in the center of the wall. Then,.take a small nail and hammer it about half way into the marked spot. Don't bang it in too far, because you have to take it out again. Once you have removed the nail, take the molly bolt and push it into the hole so that it stays. Last, take your screwdriver and screw the bolt into the hole. As you are doing this, the wings of the bolt will open into the wallboard. In a matter of minutes you are able to hang pictures on any wall!

1. What is this paragraph telling you how to do?

2. How many tools do need to do this job? What are they?

3. What do you think a molly bolt looks like? Draw a picture.

4. How many steps do you see? Underline the VERBS and count them.

5. Write the steps out below using numbers.

PRE-CLASS EXERCISES

PART III – LISTENING: Listen to the dialogue and answer the questions.

1. Who are the 2 people talking?

2. What are they talking about?

3. What is the problem?

4. What advice can you give them to help them solve the problem?

PRE-CLASS EXERCISES

PART IV – DICTATION: Listen to the teacher for the first time, and then as she reads a second time write down what she tells you. When she reads a third time, make corrections.

POST-CLASS EXERCISES

NAME:_____

PART I: Fill in the correct *verb tense* in the spaces.

This morning, Rosa _____ to work late because she _____ her keys. At first, she _____ for her keys _____ in her bag, but she didn't find them. Then she thought that maybe she _____ them on her kitchen counter, but they _____ there. "Where can they be," Rosa _____ herself. She decided _____ in the door, just in case she _____ them there from the night before. No luck! Rosa _____ to feel nervous. She _____ down at her kitchen table, _____ a cup of coffee, and worried. Then she stood up and she _____ a jingle in her dress pocket. There they _____ – her keys!! She had put them in her dress pocket after she _____ dressed that morning. Rosa laughed and _____ to herself, "I _____ forget my head if it wasn't attached"

POST-CLASS EXERCISES

PART II – Reading: Read the following and answer the questions.

It's really quite easy to get to Mr. Cruz's office. Just go down the hall straight ahead, and when you get to the end of the hall to the T, turn left. Then keep going, past the water cooler. You'll see the men's and ladies' rooms on your left. Take the first hallway on the right, and go down three doors. Then you'll see Mr. Cruz's office on the right.

1. What is this paragraph telling you how to do?

2. How many landmarks are there? What are they?

3. How many steps do you see? Underline the VERBS and count them.

4. What do you think the office plan looks like? Draw a picture of it.

POST-CLASS EXERCISES

PART III – DICTATION: Listen to the teacher for the first time, and then as she reads a second time write down what she tells you. When she reads a third time, make corrections.